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ABSTRACT

The main thrust of this paper deals with the construction of a Program Evaluation and Review Technique (PERT) designed to implement multicultural curricula into four-year teacher education programs, in order to promote cultural awareness and an unbiased attitude towards learners. The most prominent mechanism of the technique is the opportunity it creates for student interaction with educational materials through a gradual acquisition approach. Methods of measurement and assessment of the project while it is in operation are built into the PERT system. The bulk of the paper consists of step-by-step instruction for the development of a PERT network within preexisting university-based teacher education programs. Specific materials, including textbooks, learning modules, filmstrips, and other audiovisual aids are suggested. A detailed budget and cost analysis are included. (LH)

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PERT Analysis Used in Implementing Multicultural Programs in Teacher Education

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TITLE : PERT Analysis Used in Implementing Multicultural Programs in Teacher Education *

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Within the last two years, Multicultural Education has come to the forefront in educational curriculum. This presentation describes a systematic process for instituting Multicultural Education into an undergraduate teacher education program using PERT analysis. PERT has proven to be useful for analyzing, planning, and scheduling projects which require a number of simultaneous inputs to save time and money. A total of forty-two references were used to prepare this program. Twenty-two of the references are suggested to be used as multicultural materials in the program.

Multicultural education materials to be integrated into the teacher preparation curriculum were selected to include the concepts which dealt with prejudice, discrimination, social justice, human rights, identity conflicts, alienations, stereotypes, and alternative lifestyles. Materials were chosen with regard to the accomplishment of three major objectives of the program which are:

I. To Develop Awareness and Understanding of Self and Others
II. To Introduce Concept of Cultural Styles of Teaching
III. To Introduce Concept of the Cultural Child as a Learner

Cost and acquisition of these materials were considered in the PERT analysis for the proposed program.

The most essential elements integrated into a four-year teacher preparation curriculum will be successively increased over the four years of implementation. Thus, seniors during the first year will receive the basic essential concepts of the program.

The resulting PERT network shows student interaction with multicultural education materials through gradual acquisition and integration of these materials for all four levels of undergraduate students in a teacher preparation program during a four-year period of time. The PERT network shows the interrelationships and dependencies of the materials used at each level. The network allows the measurement and assessment of the proposed multicultural education program.

Through PERT, one is able to gather information necessary for efficient appropriation of human and material resources, to detect obstructional devices in achieving desired goals, and to estimate the project and sub-project requirements of time. Perhaps most significantly, PERT is consistent with other system techniques and is a means of reviewing the logical steps and their interrelationships to achieve a desired outcome.

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PERT systematically evaluates expected performance while assessing costs and time-to-time completion of learning units in progress so that the true cost and merit of any change in the curriculum may be estimated. The dynamics of the learning process can be viewed as a network of interrelated activities. These dynamics cause difficulty when viewing the learning process, but the application of PERT allows a "snapshot" of the process to be taken as often as needed to facilitate planning and to control teacher-learner process while assessing the performance of student-teacher-staff relationship.

The rational application of technological knowledge to individual and societal problems will reflect desirable outcomes for individuals and society. A careful analysis of the most likely consequences emerging out of technological applications must be made to achieve these desirable outcomes. The rational approach will give greater control over issues to be solved.

The initial plan for the Multicultural Education program was developed with the selection of essential events for successful completion of the project. These events were arranged in order of occurrence with task-oriented relationships between events. A PERT logic diagram was developed and will be used as a baseline plan to implement the proposed program.

Materials are numbered in the PERT network so that they correspond to the sequence in which they are to be used. The numbered sequence is also used in the charts to show the relationship of the materials to the objectives of the program.

Over the four-year period of integrating a multicultural education program into the teacher preparation curriculum, a total of twelve films, fourteen books, two games and cassettes, a module on book selection, a Cultural Literacy Inventory, and information to be collected by student teachers about learning environment will be included in the program for a total estimated cost to the University of two thousand sixty dollars.

The underlying theme of the program is to improve attitudes toward ethnic groups and to increase knowledge about the multi-ethnic quality of American society. Respect for identity and assimilation needs of America's diverse population is a major desired achievement.

When educators aid students in developing concepts, principles, and analytical skills, they also guide in the understanding of ethnic diversity in the society. Students use these intellectual tools to understand various aspects of different ethnic groups and to investigate issues and problems related to ethnicity within the present-day society.

The use of PERT analysis to implement multicultural education programs into the teacher preparation curriculum will assist educators in providing an opportunity to aid students in the accomplishment of the goals of multicultural education.

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ABSTRACT

Within the last two years, Multicultural Education has come to the forefront in educational curriculum. This paper describes a systematic process for instituting Multicultural Education into an undergraduate teacher education program using PERT analysis. PERT has proven to be useful for analyzing, planning and scheduling projects which require a number of simultaneous inputs to save time and money. A total of forty-two references are used in the paper.

Multicultural education materials to be integrated into the teacher preparation curriculum were selected to include the concepts which dealt with prejudice, discrimination, social justice, human rights, identity conflicts, alienation, stereotypes, and alternative lifestyles. Materials were chosen with regard to the accomplishment of three major objectives which are outlined in the paper. Cost and acquisition of these materials were considered in the PERT analysis for the suggested program.

The most essential elements integrated into a four-year teacher preparation curriculum will be successively increased over the four years of implementation. Thus, seniors during the first year of integration will receive the basic essential concepts of the program.

* Paper presented at the annual National Conference of the Association of Teacher Educators, Orlando, Florida, February, 1979.

INTRODUCTION

In the following sections of this paper, a proposal for implementing multicultural education into a four year teacher education program using a modification of the management technology system analysis Program Evaluation and Review Technique (PERT) will be presented.

The main thrust of this paper will deal with the construction of a PERT network. Emphasis will be upon the integration of multicultural education materials into an undergraduate teacher preparation curriculum. The application of PERT proposed in this paper is for implementation at a State "Normal" University in Louisiana within the next two years. The resulting PERT network shows student interaction with multicultural education materials through gradual acquisition and integration of multicultural materials for all four levels of undergraduate students in a teacher preparation program during a four year period of time. This network allows the measurement and assessment of the proposed multicultural program. The details of the PERT chart's time estimates of the earliest, expected, latest, and slack times were not included in this paper since such a program must be interfaced with the existing curriculum.

Objectives of the program and materials to be implemented for all four levels of the undergraduate program are the major concerns of this paper. Thus, this paper may serve as a guideline for future PERT applications in curriculum planning.

A major goal in American society today is to replace the negative melting pot concepts -- which have governed past educational endeavors, social institutions, instructional materials, and patterns of understanding about other groups of people -- with the reality of cultural pluralism.

More than seven million people have immigrated to the United States since the end of World War II. The Congress passed an immigration law in 1965 which abolished the national origins quota system. Jones (1976:423) says that the impact of this change brought about 400,000 immigrants to the United States during 1973, not including the illegal aliens and Vietnamese refugees. These figures imply that ethnicity will continue to be an important force in American society for years to come.

Controversy and conflict at various points in American history have arisen over what to do with ethnic minorities in the United States and their inculcation to the values and goals of the broader society. If the melting pot concept had been a satisfactory answer, the inequities that exist between ethnic groups today would not exist. Many ethnic groups have used various types of organizations to assure their unique cultural heritage. These organizations have included benevolent societies, self-help organizations, social clubs, religious organizations, privately funded schools, and parochial schools. Ethnic communities are not crucial to all Americans, but cultural pluralism allows people to live different lifestyles and to be members of different communities. Proclaiming one's ethnic diversity need not imply a rejection of

American ideals. Cordinni(1977:13) believes the opposite may be true because the freedom to participate in the political, economic, and social systems may lead to an increased willingness to identify with one's ethnic heritage.

When educators aid students in developing concepts, principles, and analytical skills, they also guide in the understanding of ethnic diversity in the society. Students use these intellectual tools to understand various aspects of different ethnic groups and to investigate issues and problems related to ethnicity within the present day society.

There is a growing demand for technological solutions to present day problems since modern society is so dependent upon technology for survival. The application of technology to education implies the application of corresponding systems of management and systems of instruction. The selection of appropriate management systems is a great responsibility for those accepting educational leadership. But technology and technological management systems should be subordinated to the humanistic concerns of society. The application of rational decision-making where consequenses are considered before action is taken auguments and extends the quality of human life.

A primary goal of the formal educational experience is to assist all learners to develop their rational powers. To be able to develop and exercise one's rational powers is a mark of humanness and can be thought of as a means to social membership and irdividuality. Educators should select management systems for curriculum planning and implementation which foster the growth of an individual's rational powers and serve

the fluctuating needs of both the learners and teachers within the instructional setting.

PERT systematically evaluates expected performance while assessing costs and time-to-time completion of learning units in progress so that the true cost and merit of any change in the curriculum may be estimated. The dynamics of the learning process can be viewed as a network of interrelated activities. These dynamics cause diffculty when viewing the learning process, but the application of PERT allows a "snapshot" of the process to be taken as often as needed to facilitate planning and to control teacher-learner process while assessing the performance of student-teacher-staff relationship.

MULTICULTURAL EDUCATION

Definition

A great deal of confusion among educators and others appears as to the meaning of terms used in multicultural education. Banks (1973), a leading authority in the field of multicultural education, and the Illinois State Department of Education (1975) clarifies some of the conceptual terminology:

Multicultural education : suggests, in anthropological terms, a type of education which is concerned with all cultural groups within a society. Banks (1973) suggests that the boundaries of multicultural education be limited to focus on those groups which are victims of discrimination because of their unique cultural characteristics and address such concepts as prejudice, identity conflicts, and alienation which are common to those diverse groups.

The Association for Supervision and Curriculum Development (ASCD) interprets multicultural education(1977:290) as " a humanistic concept based on the strength of diversity, human rights, social justice. and alternative life choices for all people." This organization believes that multicultural education is mandatory for quality education and should include curricular, instructional, administrative, and environmental efforts to help students avail themselves of all possible models, alternatives, and opportunities from the various cultural groups. Such education permits individual development and awareness of the existence of various groups--ethnic, cultural, social, or racial -- autonomously as part of the interrelated and interdependent societal whole. Each individual is encouraged to develop social skills to enable movement among and cooperation with other cultural communities and groups.

Cultural Pluralism : or "new pluralism" is a concept more inclusive than multicultural education according to Banks (1973) and includes policy, social action, and institutional response to diversity. ASCD (1977:290) believes that cultural pluralism recognizes the uniqueness and value of every culture, acknowledges that no group lives in isolation, and accepts the fact that each group influences and is influenced by others. Cordianni (1977:7) states that "cultural pluralism has emerged as a more realistic response to the ethnic diversity of the American society. " According to ASCD (1977:290), the recognition of cultural pluralism has been labeled "multicultural education" in educational terms.

Relevance

Educators have begun to realize that schools do not exist in a social vacuum, but that they function as a component of the larger American society. There are many diverse ethnic and racial populations in the United States today. A concern of educators, ethnic groups, and other persons today is that students learn and share more about their own heritage and group identity as well as understand group cultural differences which can enrich the lives of all concerned. Americans have actively begun to rediscover their ethnic heritage. Jaipaul (1976:10) asserts, "this ethnic movement has progressed at a rapid rate and has inspired the formation of countless clubs and organizations throughout the United States."

Every educator has a multitude of valuable ethnic resources within easy reach. Ethnic-oriented associations, social service organizations, museums, chambers of commerce, ethnic neighborhoods, foreign consulates, resturants, historical societies are a few groups which can provide vital information on ethnicity. This information would include background and culture, immigration and migration patterns to the United States, and problems and aspirations. The information may be in the form of pamphlets, vital statistics, legal records, or resource people.

Examples of ethnicity may be found in grocery stores, private business, and church groups. Universities, colleges, and local governmental agencies are valuable resources for information on local ethnic and minority groups. The experiential approach is most effective in creating an awareness and

appreciation of ethnicity, so educators should explore local areas for examples of ethnic heritage.

Standard G-2.1.1 in the National Council for Accreditation of Teacher Education (NCATE) Standards which was adopted May, 1977 and became effective January, 1979 (1977:4,13)states:

> The institution gives evidence of planning to provide multicultural education in the teacher education curricula including general and professional studies components and in its advanced program -- in the content for the speciality, the humanistic and behavioral studies, the theory relevant to the speciality, with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

NCATE (1977:4,13) explains that "multicultural education could include, but not be limited to, experiences which:

1. Promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power;

2. Develop skills for value clarification including study of the manifest and latent transmission of values;

3. Examine the dynamics of diverse cultures and the implications for developing teaching and professfonal education strategies;

4. Examine linguistic variations and devise learning styles as a basis for the development of appropriate teaching and professional education strategies."

Teacher preparation programs have begun to integrate multicultural education into their curriculum. This is an acknowledgment of the rich diversity in the cultures which have produced America. Ethnic groups have settled and contributed to the fabric of life in all areas of the United States. America has not become a "melting pot", a place where ethnic identities of the residents have melted away. Ethnic traditions

and cultural heritages have been preserved in many local neighborhoods, which together comprise the larger communities, with distinctive features whose combination has produced the "tapestry of America."

Goals

The ASCD position paper (1977:290) states the essential goals of multicultural education should embrace:

1. Recognition and prizing diversity,
2. Development and greater understanding of other cultural patterns,
3. Respect of individuals from all cultures,
4. Development of positive and productive interaction among people and among experiences of diverse cultural groups.

Efforts to accomplish these goals lend support to a conceptualized process of multicultural education through which cultural pluralism can be operationalized in the schools. Diagram A by Baptiste (1976:15) provides a schematic representation of this conceptualization. Baptiste explains the diagram in these words:

> The philosophy of cultural pluralism forms the hub of the wheel. The spokes radiating from the hub represent four general cultural factors that are substantively interrelated. Consideration of these factors constitutes an integral part of educational planning. Instructional goals and strategies, multi-ethnic and sociocultural instructional materials, and humanistic learning environment, depicted on the outer rim, are, in fact, a matrix of elements designed to implement culturally pluralistic goals within an educational framework. The elements on the outer rim are cyclic, representing continuous interaction with the factors represented on the spokes. Therefore, the design indicates schematically the multicultural education as the perpetual action arm that provides an operational base for cultural pluralism.

DIAGRAM A. *Cultural Pluralism Operationalized Through Multicultural Education*

Proper interpretation of definitions and setting of desirable goals form the basis for implementation of multicultural education materials into a curriculum. Some goals which Dee (1978:10-11) beleives teachers of multicultural education should stress for desirable qualities in assisting students to become respected, capable, and contributing members of the society include:

1. To develop persona' attitudes of acceptance of the values and differences of others;

2. To increase individual knowledge of other group customs, values, language, contributions to society, social structures, and other factors of group identity;

3. To utilize personally and constructively diverse individual, community characteristics, or resources toward the achievement of full potential for all persons;

4. To understand, honestly face, and improve the knowledge of self and positive reaction to others;

5. To recognize and work to remove prejudices, stereotypes, and racist responses of all kinds toward the development of respectful relationships for all persons and groups;

6. To recognize positive and negative forces of change as well as the gains and benefits of successful cultural pluralism programs with others;

7. To strive to work together toward agreed upon solutions and interactions with respect for the differences of all concerned.

The rational application of technological knowledge to individual and societal problems will reflect desirable outcomes for individuals and society. A careful analysis of the most likely consequences emerging out of technological applications must be made to achieve these desirable outcomes. The rational approach will give greater control over issues to be solved. The systems approach to problem-solving has been successful in industrial institutions and does have a definite application to educational institutions.

PERT ANALYSIS

The idea of systems is not new; it is part of the common language of our culture. From childhood, many different kinds of systems are le rned with the proper use of terms when referring to:

:: Solar or galactic systems

:: Transportation systems

:: Ignition or fuel systems in cars

:: Heating or cooling systems in homes

:: Circulatory or respiratory systems

:: Social systems among groups of humans

In each case, there is a complex of parts, one affected by the other, working together for a common purpose or task.

The systems movement has attempted to compile the laws and findings of many sciences and disciplines -- natural and social -- into a complex, multifaceted, one-conceptual mode of thought which facilitates the analysis of a wide variety of phenomena. Any object under scrutiny has a set of properties which can be assessed in terms of notions from many disciplines, and which when "collated" into a relevant judgment, leads to increased understanding. The systems movement has spawned many procedures and devices which enable "coping" to be more adequate with the objects and problems faced. The field of systems is both challenging and rewarding for education. The use of Program Evaluation and Review Technique (PERT) as a management tool in educational institutions is a well known procedure of systems analysis.

Origins

First recorded efforts to implement the systems movement are credited to the British military immediately prior to and during World War II, although Silvern (1972:1) suggests that some ideas for the systems movement may have evolved from Hebart's activities in the 1800's, and some might even be attributed to the writings of Plato.

Regardless of who started systems thinking, several approaches or emphases have been pursued. These branches or

approaches are to some extent distinct, but they also overlap. Overlaps occur in terms of the theoretical and conceptual aspects of the systems movement, but also with respect to scholars' literature, research, and application. Therefore, there is some inherent conceptual confusion, some variation in what is important, and some disagreement regarding boundaries when pursuing the systems literature.

One of the best known and widely used procedures of systems analysis for education purposes today include Program Evaluation and Review Technique (PERT). PERT was first developed in 1958 by the U.S. Navy in its missle development program and late that year was applied in its Polaris missile work. It proved so successful that the Air Force and the Army soon followed suit and adopted this technique, realizing it could help to save time and money (U.S. Army, 1968) .

Technique

PERT was later tried successfully in the private sector, proving to be a useful technique of analyzing, planning and scheduling complicated projects, those requiring a number of simultaneous inputs. PERT not only shows which steps are necessary, including those most critical, to reach each stage, and the final target date of the project, but it also gives the time estimates and requirements involved in each step.

PERT brings together a group of individually effective management techniques when integrated into one system, they insure the optimum use of time and resources available to reach the final goal. Included in these techniques are:

1. Network theory;
2. Time prediction for each phase of a project;
3. Recognizing and measuring uncertainity;
4. Continual revision of plans and operations to meet needs of the environment.

By combining these methods, PERT provides a means of defining, interrelating, and integrating what must be done to accomplish the project objectives on time; it also serves as a stable guide for a complex project through its many steps and phases to completion (U.S. Army, 1968).

This modern management tool eventually trickled down to the field of education and is now used in developing educational programs such as one suggested by Colvin and Fielding (1975) for curriculum planning.

Utilization

The purpose of PERT is to provide a means of handling the large and complex problem in initial preparation of a curriculum plan and the rapid evaluation and reprogramming of the plan in an operational situation. To accomplish this task, Colvin and Fielding (1975:13) suggest these steps to be taken:

1. Prepare initial plan
   a. Select essential events for successful completion of project;
   b. Arrange events in order of occurence;
   c. Establish task-oriented relationships between events;
   d. Obtain time estimates and probability of this time for all activities;
   e. Integrate these inputs into a PERT logic diagram:
      (1). Prepare computer inputs

(2). Process computer data

(3). Review/analyze resulting data and authenticate as the baseline plan

2. Evaluate baseline plan status; prepare forward look plan

a. Create information sources and flow channels to process;

b. Assemble progress and change data;

c. Revise baseline plan logic diagram;

d. Repeat computer data and analyze output data;

e. Authenticate revised plan.

Given a desired outcome, completed event, or state of affairs, the PERT planner traces backward through all the steps necessary to reach the final state. The steps are depicted on a flow-chart type of device which permits a visual scrutiny of the interrelationship of the events. Estimates of time are calculated for achieving each step in the network of events, with determination made how long each step will take, and each step before that is added.

The project completion is to be reached by a specified deadline, and the path of those events requiring the most time outlined. This becomes the CRITICAL PATH and its time consumption is contrasted with the limitations or circumscriptions relative to the final deadline. Slack times from other events which are not included on the critical path are examined as well. Then decisions regarding the deployment of resources in terms of the critical path may be made in order to complete the project on time.

Through PERT, one is able to gather information neces-

sary for efficient appropriation of human and material resources, to detect obstructional devices in achieving desired goals, and to estimate the project and sub-project requirements of time. Perhaps most significantly, PERT is consistent with other system techniques and is a means of reviewing the logical steps and their interrelationships to achieve a desired outcome.

MULTICULTURAL EDUCATION AND PERT ANALYSIS

The need for implementation of multicultural programs into teacher preparation by colleges and universities resulted from NCATE standards effective January, 1979 (see p.7 of this paper). The use of PERT analysis for the acquisition and integration of multicultural materials into all four levels of a teacher preparation curriculum over a four-year period provides a useful tool for analyzing, planning, and scheduling projects which require a number of simultaneous inputs to save time and money.

The underlying theme of the program is to improve attitudes toward ethnic groups and to increase knowledge about the multi-ethnic quality of American society. Respect for identity and assi ilation needs of America's diverse population is a major desired achievement.

The goal of multicultural studies is an "integrative" approach whereby educational institutions inject multicultural education into established curricula, rather than to begin seqarate programs about various cultural groups. The

established courses into which the multicultural materials are to be integrated for the proposed program include:

Education 102 -- Introduction to Education -- Freshmen;

Educational Psychology 201 -- Educational Psychology-- Sophomores;

Educational Psychology 304 -- Adolescent Psychology-- Junior;

Education 401 -- Methods in Teaching -- Seniors.

Multicultural education materials to be integrated into the teacher preparation curriculum were selected to include the concepts which dealt with prejudice, discrimination, social justice, human rights, identity conflicts, alienation, stereotypes, and alternative lifestyles.

The materials were chosen with regard to the accomplishment of three major objectives which were suggested by several sources and are outline in detail later in the paper. Cost and acquisition of these materials were also considered in the PERT analysis for the suggested program of implementation. The greatest cost would be the first year of implementation, when the largest amount of materials would be purchased. A declining amount of money would be spent each succeeding year for materials so that during the fourth year only one film would be purchased.

The most essential elements integrated into a four-year teacher preparation program will be successively increased over the four years of implementation of the proposed program. Thus, seniors during the first year of implementation will receive the basic essential concepts of the program.

Objectives

The basic aim of a multicultural instructional program is to aid students to accept themselves and other persons as having dignity and worth.

The California State Department of Education (1977), Cobbs and Winohur (1977), and Hunter (1974) suggest that some overall objectives of a multicultural teacher preparation program might be:

I. To guide the participants to greater awareness and understanding of self and others with :

   A. The establishment of a commitment to honesty and openness;

   B. An agreement to maintain confidentiality about personal discussions within the program;

   C. Inclusion of content which frames issues and leads to cooperative efforts to examine biases, prejudices, and stereotypes;

   D. The use of strategies for viewing members of ethnic groups among the participants as resources;

   E. An awareness of own culture and its contribution to individual lifestyle and personality;

   F. The development of a supportive multicultural philosophy.

There are two phases suggested by Hunter (1974) which are incorporated into this objective which constitute the development of specified areas. These areas become strands which do not end with the completion of that phase, but continue to serve as an undergirth for succeeding phases. The phases with-

in this objective with questions to be answered are:

Phase I: Self-Awareness

Central Theme: Value Clarification

1. What are values?
2. Why are values?
3. How are values developed?
4. What are my values?
5. What are my value priorities?
6. How do I hold these values?
7. What do these values make me do?
8. How did I develop these values?

Phase II: Other-Awareness

Central Theme: Identification of other groups, other individuals, and other values or lifestyles

1. What other groups exist?
2. What are their values?
3. What priorities do they hold?
4. Why did they develop these values, attitudes, feelings?
5. How did they develop them?
6. What behaviors do they engage in association to these values?

II. To introduce the concept of cultural styles of teaching through:

A. Implementation of multicultural learning experiences by:

(1). Design and plan for academic achievement and social interaction,

(2). Use of strategies, techniques, methods, evaluation procedures.

B. Demonstration of effective methods and techniques to build and enhance self-concept of learners;

C. Understanding the interdependence needed among the various cultures for the enrichment of learning how to live, grow, and learn in a pluralistic society;

D. Selection of materials which will not derogate or ignore the identified culturally different groups.

There is one phase contained within this objective which constitutes the development of specified areas. Hunter (1974) believes these areas become strands which continue to serve in strengthening the preceding and succeeding areas.The phase included within this objective with questions to be answered:

Phase III : Organizing Teaching Skills - Delivery Modes

Central Theme : Curriculum, delivery

1. How is curriculum assessed for multicultural education?
2. How is curriculum developed for multicultural education?
3. What are appropriate teaching methods to use with various cultures?
4. What learning activities are most effective with various cultures?

III. To introduce the concept of the child as a cultural learner by:

A. The establishment of a knowledge base about other cultures including:

(1). Historical background,

(2). Cultural aspects.

B. The implementation of multicultural learning experiences to allow the learner to function productively;

C. Conceptualization of the dimensions in which the learner may be expected to grow and learn under diverse home and community environmental conditions;

D. Demonstration of knowledge about psychology and impact of prejudice;

E. Understanding that all people are human - with individual feelings, aspirations, and attitudes no matter what cultural orientation they represent.

Two phases which are mentioned by Hunter (1974) are contained within this objective which constitute the development of specified areas. These areas also become strands which do not end with the completion of that phase, but continue to serve as an undergirth for preceding and succeeding phases. Phases included within this objective with questions are:

Phase IV : Learning Environments : Interaction

Central Theme : Learning Environments

1. What formal organizational structures should be considered?

2. What organizational climate exists in the

school - open or closed?

3. What formal (verbal) interaction skills should be utilized?
4. What informal (non-verbal) interaction skills should be identified?

Phase V : Assessment

Central Theme: Assessment of pupil - teacher behavior

1. How do child growth and development characteristic patterns apply to youth of various cultures?
2. What learning styles apply to youth of various cultures?
3. How can the assessment of learning behavior among the various cultures be determined?

Materials

Multicultural materials selected to be acquired and integrated into the teacher preparation curriculum were chosen with regard to achievement of the preceding objectives and phases. Cost and acquisition of materials were considered for the program of implementation during the four-year period.

The information contained in this paper corresponds to the first step which Colvin and Fielding (1975) suggest and was presented on pages thirteen and fourteen of this paper. The initial plan was developed with the selection of essential events for successful completion of the project. These

events were arranged in order of occurrence with task-oriented relationships between events. Time estimates for activities were considered, but not incorporated into this paper for reasons which were stated earlier.

A PERT logic diagram was developed and will be used as a baseline plan to implement the proposed program. The implementation of the program will involve step two of the suggestions made by Colvin and Fielding (1975) which are listed on page fourteen of this paper.

Over the four-year period of integrating a multicultural education program into the teacher preparation curriculum, a total of twelve films, fourteen books, two games and cassettes, a module on book selection, a Cultural Literacy Inventory, and information to be collected by student teachers about learning environment will be included in the program for a total estimated cost to the University of two thousand and sixty dollars.

Books and materials will be made available at the University for use by the students, but some are suggested to be purchased by the students for their files to use as aids and references in teaching. The total estimated cost of the seven books and one document during the four-year period for each individual student is fifty dollars.

Multicultural education materials to be integrated into the teacher preparation curriculum over a four-year implementation period are shown in Charts 1 - 4 in the Appendix. These materials are numbered so that they correspond to the

sequence in which they are to be used as shown on the PERT diagram.

Suggestions for use of these materials in a multicultural education program and information about the materials were secured from a variety of sources as indicated by the following descriptions of the materials.

With the exception of the first year, all levels of undergraduate students will begin with sub-events of Event 1. The first year, all levels of students will begin the program with the Cultural Literacy Inventory developed by Wilson (1972) and based upon Rokeach's values ethnocentrism. The seniors will finish the first year with the Cultural Literacy Inventory to determine if any change has occurred as a result of the concepts which have been presented during the year.

1.11 After the first year of the multicultural program, the freshmen will begin the program with the Cultural Literacy Inventory and the seniors will finish the program with the Cultural Literacy Inventory.

1.12 : The film Impressions of Prejudice will be shown to all four levels of undergraduates during the first year of the program. Some of the essential concepts of multicultural education are con ined in the film. After the first year, only the freshmen will view the film. Information about this film was given by the Midwest Center for Equal Opportunity in their Sixth Supplement (1977) and states :

> An awareness-raising film that enables the viewers to empathize with the victims of prejudice. The film examines the source of prejudices and stereotypes involving minorities, ageism, sexism, appearance, and encourages the viewers to develop a method of dealing

> with the manifestations and extensions of them. Marred by the consistent use of the masculine pronoun and "man" to refer to men and women, even in instances when only the females are pictured. (This may be used as a point of discussion after viewing). Color Guidance Associated/Motion Media,1974,$300 18½ minutes

1.21 : A book for sophomores to read, To Live in Freedom will be introduced during the second year of the program. This book was listed by Anderson (1976) and is considered "a readable review of problems involved in human relations with strategies which may be used to resolve them. The emphasis is on self-examination and introspection. " The book is a 1972 publication of the University of Oklahoma Press.

1.22: Labels is a film to be introduced during the second year and will be shown to the three upper levels of undergraduates at this time. Thereafter, the sophomores only will view the film. The Midwest Center (1977) reviewed the film in their Sixth Supplement:

> Children and adults of various races define words like communist, Indian, red-neck, hippie, Mexican, hard-hat, "Chinaman," Russian, Gypsy, and label. Shows how labels perpetuate misconceptions and stereotypes. Can foster discussion about the labels and stereotypes in general. 1976 Color , 13½ min., $175. , Film Fair Communication

1.31: The seniors will listen to the cassette program Prejudice and You the first and second years of the program, but only the juniors will use the cassette after the second year. The Sixth Supplement of the Midwest Center (1977) states:

> Based on the premise that "... true learning

> experience must be action oriented and group centered," this cassette program provides for much student interaction. The heart of the program is 20 situations which are divided into three sections : "What is prejudice?" "Kinds of prejudices," and "What can be done about it?" The situations present the challenge for student discussion and a summary is given for each one. With the set is a booklet that describes the program and provides a reading of each situation. This program should stimulate students to analyze prejudice. 3 cassettes, 1 handbook.
> G.G. Voith, 1972, $40

1.41: Each group of seniors will collect the document Educational Equity beginning the first year and will discuss the contents of the document with others of the class. The document is listed by the Midwest Center's Sixth Supplement (1977) and information concerning the document includes:

> A compliation of Federal Laws and Executive Orders which significantly affect the equal rights of minorities, women and handicapped in educational agencies and institutions. Presented in six divisions : Executive Orders-Race/Sex; Antidiscrimination Laws-Race/Sex; Antidiscrimination Laws-Aged/Blind; Protection Laws-Public; Federal Government Requirements, Federal Government Restrictions. Free
> Compiled by Robert Farning n.d. MCEEO

This document will be used by the seniors as a reference and put into their files as a teaching aid.

1.42 : A book Values Clarification will be integrated into the program for seniors during the third year. This book will be purchased by the seniors to use in their files as a reference and a teaching aid. Activities to be used in student teaching will be selected by the students. Anderson (1976) says the book contains"79 strategies, 100 classroom activities designed to get students to reflect upon attitudes and values." Written by Simon, Howe, and Kirsechenbaum in

1972, the book is published by Hart of New York at $3.95.

1.43 : Intergroup Education is another valuable book from which seniors may select ideas to use in student teaching, select materials from bibliography, and use in files as a teaching aid and reference. Anderson(1976) says the book "gives practical help to elementary and secondary teachers to incorporate human relations content into teaching. One-half the book is annonated bibliography subdivided into special areas that give the teacher the best guide to material in each area." Prentice-Hall of New Jersey publishes the book written by Grambs in 1968 for $ 3.95. This book will be introduced into the program during the second year.

2.00: As a supplementary text, Multicultural Education through Compentency-Based Teacher Education will be used from the first year throughout the program by all levels of undergraduate students. The freshmen will become familiar with the foreword, preface, parts one and five. Sophomores will study parts two, three, and four. Part six will be emphasized with the juniors, while the seniors will review and retain the book for future reference.

2.11 : The freshmen will read and discuss the book Education and Human Relations which Anderson (1976) listed as "a classic review of interrelationships between education and progress toward better human understanding." Grove Press of New York publishes the book written by Montagu in 1958.

2.12 : The Role of Education in Intergroup Relations will be introduced the first year of the program by showing the film to all levels of undergraduate students. Thereafter,

only the freshmen will view the film. According to Hylton (1975), the film " features Prof. William Van Til, chairman of the Department of Secondary Education at New York University. It illustrates ways and means of meeting the challenge of good human relations among people of various racial,religious and nationality backgrounds." A black and white, twenty-five minute film produced by the Anti-Defamation League, estimated cost is two hundred dollars.

2.13 : Freshmen will purchase the book Teaching Strategies to read for information about multicultural education. The book is to keep in the student's files for reference and as a teaching aid, especially during the senior year. Anderson (1976) states the book is " one of the better multicultural education bibliographies available. A process and structure for making the total curriculum multicultural in nature is provided." Written by Banks in 1975, the book is published by Allyn and Bacon of Boston.

2.2, 2.3, 2.4 : A film presentation on sex roles will be made to the three upper levels of undergraduates each year. The same film will be shown to the three groups during the year. A new film will be purchased each year for the first three years of program implementation. The fourth year, the cycle will begin with the first film. The Sixth Supplement of the Midwest Center (1977) reviews the films:

> Anything They Want to Be is one of a three-part practical film presentation on sex role stereotyping as it evolves in classroom situations. Presents the "myth" of equal opportunity in career and intellectual pursuits by revealing sex bias in a crafts class, problems a girl encount-

ers when she attempts to solve a mechanical problem, a "put-down" of a girl in a science class, and a discussion among some kindergarten children and their biases in career roles. $95. Color

I is for Importantgives six examples of sex role stereotyping in social and emotional events. Some of the scenes depict how girls are taught to be physically attractive for men, that boys have no aptitude for caring for others who need tenderness during a time of stress, and that boys need not express emotions,etc. The film brings to the viewers' attention the stereotypes that have become an accepted way of life in our society. $160. Color

Hey! What About Us? shows ten scenes which include a physical education class, playground activity, frivolity in the classroom, etc., to reveal how sex role stereotypes in physical activities are perpetuated within the school context. How do teachers reinforce such stereotypes? Are girls capable of participating in traditionally "masculine" sports? Should boys have to perform in certain ways in order to be "manly?" $200

Each film is accompanied by the handbook, "In All Fairness" which stresses the importance of being aware of sex role stereotyping, presents a review of the literature on sex differences, as well as giving the main points and instructional activities for each scene in each of the films. Useful for administrators, teacher education courses, in-service education, elementary and secondary classrooms, and community groups--any situation where one needs to create an awareness of sex role discrimination.

All produced by the University of California Extension Media Center in 1974 with a length from 7 to 13 minutes.

2.21 : Sophomores will read and discuss the book Sexism in Education during the second year of the multicultural integration program. Anderson (1976) says this book " is a compilation of materials relating to sexism in education - including articles that examine the problem, proposals for change, classroom materials, resource lists, and an extended bibliography."

2.22 : During the second year of implementing the program, the sophomores will view the film Chance for Change which Hylton (1975) says " A new kind of school for a new kind of life is the vibrant subject of this deeply absorbing film; follows actual, everday activity of preschool youngsters in a Head Start center in an impoverished black community - in the playground, the classroom, at meals, on nature walks." The black and white thirty-nine minute film is produced by McGraw-Hill at an estimated cost of $300.

2.23:The Resource Guide for Teachers is described by Anderson (1976) as "a book with historical perspectives, biographical summaries, bibliography, other references on the four major minority groups in the U.S. : Mexican-American, Afro-American, Asian-American, and Native American. " The Santa Barbara County Board of Education in California makes the book available for $11.95. This book would be one suggested for the students to purchase as an addition to their files for use as a reference and a teaching aid. The book will be used by the sophomore students during the first year of the program.

2.31 : Concepts included in the BAFA Game are to be presented to the seniors the first year, the juniors and seniors the second year, and only the juniors the following years. The Fifth Supplement of the Midwest Center (1977) describes the game :

> The participants (20-40) are divided into Alpha and Beta culture groups. Each of the groups has

> a prescribed set of norms. Three persons from each of the groups visits the other cultures and brings back "observed" reports about the groups. However, the visitors are not allowed to ask questions about the set norms, but must relate information upon experience only. On the basis of these visits, each group develops ideas about the other cultures. A do-it-yourself kit is available for $3.50. 1973, $20
> U.S. Navy Personnel Research and Development Center

2.32 : Juniors will read and discuss specific portions of Today's Changing Roles beginning the second year of program implementation. According to Anderson (1976), this book is a "compilation of strategies for dealing with issues of sex like stereotyping in classrooms." The book is available from the Foundations for Improvement of Education, Suite 918, 1156 15th St. N.W., Washington, D.C. 20005 for $3.

2.33 : The Teacher Corps book, In Praise of Diversity edited by Gold, Grant, and Rivlin (1977) will be read by the juniors during the third year of implementation and each year following. The book includes basic considerations of multicultural education,some ethnic vignettes of American cultures, and some implications about multicultural education.

2.41 : Teaching Strategies will be used by seniors during the first year for selecting activities to use for student teaching. Review and discussion of the book would be of importance to the seniors. Purchase of the book to be used in student's files is suggested. The book has been described under 2.13.

2.42 : The film Confrontations will be shown to the seniors beginning the first year of the program. The description of this film by Hylton (1975) follows:

> This training unit, a variation of the simulations game in that no background material is necessary for simulating the school situation, presents filmed enactments of actual problems that confront teachers and administrators. The film present four different problem areas. 6 min. 16 mm sound
> Anti-Defamation League

2.43 : Anderson (1976) describes the book Prejudice and Discrimination: "includes very useful suggestions for teaching concepts related to prejudice and discrimination." Seniors will use this book during the second year of implementation and each year thereafter to select activities which are of value in teaching. This book is also suggested for purchase to use in the students' files.

2.44 : Baptiste (1976), California State Department of Education (1977), and Sykes (1977) give information about book selection the procedure for the analysis of multicultural curriculum materials. During the third year of the integration of multicultural materials into the teacher preparation curriculum, seniors will have a module on book selection using information from the above sources.

3.00 : The filmstrip series With Pride To Progress:The Minority Child is listed by the Midwest Center's Sixth Supplement (1977) with the description of the four filmstrips:

> Series devel ped to meet the needs of people who want to gain insight into the culture and heritage of minority children and their parents. The series is designed to help minority children feel pride in their inherited background.
>
> The Chicano Child (5 filmstrips, 3 cassettes, 5 script booklets, 1 guide) Explains why Chicano children are often confused about their own self-concept and heritage when confronted by Anglo culture. Titles in the set are : A Chance For

Our Children, La Familia, Responsibilities of Parenthood, Learning with the Family, and From Home to School.

The Indian Child (5 filmstrips, 3 cassettes, 5 script booklets, 1 guide) Discusses the child rearing attitudes of American Indians and the values Indian children are taught, such as pride in heritage, self-reliance, love of beauty and humility. These values influence the way the Indian child reacts in the Anglo community. Titles in the set are : Between Two Worlds, Child Rearing Practices, Traditional Values, Parents as Teachers, and Going to School.

The Puerto Rican Child (5 filmstrips, 3 cassettes, 5 script booklets, 1 guide) Depicts the effect of Pureto Rican culture on the development of the young child. An in-depth look at members of a Pureto Rican family is used to illustrate the conflicts between the family traditions and the American social situations to which many young Puerto Ricans have become accustomed. Titles in the set are : The Old Home and the New, Three Generations, Life with Puerto Rican Parents, The Formative Years, and Pride in Belonging.

The Black Child (5 filmstrips, 3 cassettes, 5 script booklets, 1 guide) Dramatized episodes are given to illustrate the significance of certain situations in determining the Black child's racial self-concept. Parents and other adults important in the lives of young Black children contribute to the child's development of self-esteem, as well as the professional who works with children. Titles in the set are: The Black Child in America, Racial Awareness and Problems, The Foundation of Racial Identity, Black, Proud and Able, and In Behalf of our Children.

Parents' Magazine Films, 1976 $50 each

A new filmstrip will be purchased each year during the four-year period of implementation. The same film will be shown to all four levels of undergraduates during the year of purchase. Beginning the fifth year, the cycle will begin with the first filmstrip, and continue for four more years.

3.41 : Seniors will select activities from the Handbook for Personal Growth Activities which Anderson (1976) describes as a "comprehensive guide to personal growth and communication activities that can be utilized in the classroom. Over 94 ideas including role playing, games, puzzles, group problem solving, individual activities." This book is suggested for seniors to purchase as an addition to their files for use as a reference and a teaching aid. This book will be implemented the first year of the program.

3.42 : Beginning the first year of implementation of the multicultural program, seniors will collect information about the learning environment in which they will be student teaching. The California State Department of Education (1977) suggests some identification of needs which student teachers should make as to the aspects of the community, the student population, and the staff in regard to:

> The racial, ethnic, and socioeconomic composition of the school, the attendance area, the neighborhood, and the broader community.
>
> Elements that affect positive and negative interaction among students, staff, and members of the community, including media, organizations, agencies, economic and institutional practices.
>
> Achievement levels of students
>
> Participation in school and nonschool activities and social interactions generally
>
> Personnel practices of the district and school relating to professional and nonprofessional positions.
>
> Community interest and information regarding the schools and community support of educational programs.

Student assignment and placement practices, including methods of tracking and grouping.

Evaluation and selection of instructional materials.

Instructional practices and staff development.

3.43 : Seniors will finish each year with the Cultural Literacy Inventory. The Cultural Literacy Inventory is based upon Rokeach's value ethnocentrism and was developed by Wilson (1972) for use in this program. The purpose of the Cultural Literacy Inventory is to determine if change has occurred during the four-year period in which the students were involved in the multicultural education program which was integrated into the teacher preparation curriculum.

Materials to be used in the fully implemented program at the end of the four years of implementation with the relationship to the accomplishment of the objectives previously discussed are shown in Chart 1 of the Appendix. One film will remain to be purchased during the fourth year at a cost of fifty dollars. Materials to be provided to students which require duplication are estimated to total fifty dollars, therefore giving a total cost to the University for the fourth year of implementation to be one hundred dollars.

Suggested materials to be acquired by students for use in their files as reference and teaching aids include seven books and a document for a total cost of fifty dollars.

The most essential elements were proposed for integration into the four-year teacher preparation program during the first year so that seniors will receive the basic essential concepts of the program. Each level of undergraduate

students will receive more concepts of multicultural education as the program successively increases the integration of materials containing elements to accomplish objectives of the proposed program.

Freshmen will have the opportunity to benefit from all materials throughout the four years of their program. Therefore, they will begin the program as outlined for the fourth year. The other three groups use as many materials as possible .

The acquisition and use of materials for the first year and their relationship to the accomplishment of objectives are shown in Chart 2 of the Appendix. During the first year, a total of five films, six books, and two simulation games will be purchased for a total cost of eight hundred and thirty dollars. Materials to be provided to students which require duplication are estimated to total forty dollars, giving a total cost to the University for the first year of implementation to be eight hundred and seventy dollars.

During the first year of the program, a total of twenty-five dollars to be spent by the students for the acquisition of materials to use in their files for reference and as teaching aids will include four books and a document.

Multicultural education materials to be acquired and used during the second year of implementation of the proposed program with their relationship to the achievement of the overall objectives are shown in Chart 3 of the Appendix. The sophomores (who were freshmen the year before) will

continue the program as outlined for the fourth year on Chart 1. The freshmen for the second year will also begin their first year in the program as outlined in Chart 1. The two groups of upperclassmen will use many of the materials acquired for the two groups of lower classmen.

A total of four films and five books will be purchased during the second year for a cost to the University of seven hundred and twenty-five dollars. Materials to be provided to students which require duplication are estimated to total forty dollars, making a total cost to the University for the second year to be seven hundred sixty-five dollars.

Materials to be acquired by the students during the second year for use in their files for reference and teaching aids include six books and a document for a total cost of thirty-five dollars.

The acquisition and use of multicultural education materials for the third year of the program and their relationship to the overall objectives are shown in Chart 4 of the Appendix. The freshmen (who are just beginning the program), sophomores(who were freshmen the second year of the program), juniors (who were freshmen the first year of the program), and the seniors (who were sophomores the first year of the program) will follow the same program as shown in Chart 1 for the fourth year.

New materials to be acquired during the third year of the program include two films and three books at a cost of two hundred seventy-five dollars. Duplicated materials to

be furnished to students are estimated to cost fifty dollars, making a total cost to the University for the third year of the program to be three hundred twenty-five dollars.

Acquisition of materials by the students during the third year for use as reference and teaching aids include seven books and a document which total fifty dollars.

Implementation

The PERT network for the fourth year of implementing multicultural education into the teacher preparation curriculum at a Normal State University is shown in Figure 1 of the Appendix. This network shows the interrelationships and dependencies of the materials used at each level of an undergraduate teacher preparation program. Only one film will be acquired during the fourth year. Each event is numbered. The numbers are consistent over the four-year period of implementation and correspond to the numbers on the charts described in the material section. Events are shown with whole numbers; levels of undergraduates in the event are represented by tenths place; sub-events are distinguished by hundredths place.

The most important materials from the fourth year were selected to be presented to the students during the first year of implementation. The Freshmen will begin the program as outlined for the fourth year. They will have the opportunity to benefit from all materials throughout the four years of their program. The other three groups use as many of the materials

as possible. The PERT network for the acquisition and use of materials during the first year is shown in Figure 2.

During the second year of integrating the multicultural education materials into the teacher education program, the sophomores (who were freshmen the year before) will have the same program of study as shown in Figure 1 for the fourth year. The freshmen for the second year will also begin the same program as shown in Figure 1. The two groups of upperclassmen will have made available to them most of the materials acquired for the two groups of lower classmen. The PERT network for the acquisition and integration of materials for the second year is shown in Figure 3.

Completion of the integration process of multicultural education materials into the teacher preparation curriculum will be accomplished during the third year. The freshmen (who are just beginning the program), sophomores (who were freshmen the second year of implementation), juniors (who were freshmen at the beginning of implementation), and the seniors (who were sophomores at the beginning of implementation) will follow the same program as shown in Figure 1 during the third year. New materials and activities will be implemented throughout the four levels of the undergraduate program. Only one film will remain to be purchased for the fourth year. The PERT network for the acquisition and integration of materials for the third year is shown in Figure 4.

The consecutive numbering of events and sub-events

with the use of materials and the level of undergraduates involved is shown with the list below. These numbers are used in the materials section to describe the materials and they are also the numbers which are used in the PERT network. Numbers in parenthesis at the left of the page gives the year in which the materials were implemented into the program.

NUMBERED EVENTS AND ACTIVITIES

With the exception of the first year, all levels of students will begin with sub-events of Event 1.

(1) 1.11 Cultural Literacy Inventory - Freshmen

(1) 1.12 Impression film - Freshmen

(2) 1.21 To Live In Freedom - Book- Sophomores

(2) 1.22 Labels film - Sophomores

(1) 1.31 Prejudice and You - Cassette - Juniors

(3) 1.32 Racism and Discrimination - Book - Juniors

(1) 1.41 Educational Equity - Document - Seniors

(3) 1.42 Values Clarification - Book - Seniors

(2) 1.43 Intergroup Education - Book - Seniors

(1) 2.00 Multicultural Education : CBTE - All levels

(1) 2.11 Education and Human Relations - Freshmen

(1) 2.12 Role of Education - Film - Freshmen

(1) 2.13 Teaching Strategies - Book - Freshmen

(1-3) 2.2, 2.3, 2.4 Sex Role Film -- Top three levels

(2) 2.21 Sexism in Education - Book - Sophomores

(2) 2.22 Chance for Change -- Film - Sophomores

(1) 2.23 Resource Guide - Book - Sophomores

(1) 2.31 Game BAFA - Juniors

(2) 2.32 Today's Changing Roles - Book - Juniors

(3) 2.33 In Praise of Diversity- Book - Juniors

(1) 2.41 Teaching Strategies - Book - Seniors

(1) 2.42 Confrontation film - Seniors

(2) 2.43 Prejudice and Discrimination - Book - Seniors

(3) 2.44 Module on book selection -- Seniors

(1-4) 3.00 With Pride - Filmstrips - All levels

(1) 3.41 Handbook Personal Growth - Seniors

(1) 3.42 Collect information about learning - Seniors

(1) 3.43 Cultural Literacy Inventory - Seniors

A balance must be found between curriculum development and student development. PERT offers flexibility to replan and recycle curricula to compensenate for planning or performance shortcomings. The completion of the event of the final performance assessment with the Cultural Literacy Inventory by seniors is to determine behavioral changes which have occurred within each student during the four-year period of integration for multicultural education. The objective of the PERT network is the successful start and completion of events. The accumulated performance activities of each event contributes to that objective.

CONCLUSION

Curriculum planning events and activities must be many and varied to produce a variety of students who graduate from teacher preparation institutions. The application of PERT to curriculum planning provides a "roadmap" or schematic

flow of events and activities. This approach to the implementation of multicultural education into the teacher education curriculum will help to focus student attention on major themes and issues in American history and the relationship of ethnicity to these themes and issues.

Multicultural education will aid students to recognize some important forces of intergroup relations in the United States. Students will learn to analyze why members of certain ethnic groups have a greater chance of being poor or undereducated than other Americans and will learn to analyze ways of changing these conditions. Learning to live and work in harmony with those whose values, traditions, and behavior patterns are different is a major objective of multicultural education. The study of multicultural education can provide analytic tools for investigating groups, issues, events, and problems. Intellectual skills of students will increase while furthering their knowledge of the diverse heritages in the United States. Students can learn how the system works, how to cope with the system, and ways in which they may peacefully, effectively bring about needed changes in the system. The use of PERT analysis to implement a multicultural education program into the teacher preparation curriculum at a State Normal University will assist educators in providing an opportunity to aid students in the accomplishment of these goals.

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OBJECTIVES	Multicultural Education Materials and Objectives for Program			
	Education 102	Ed Psy 201	Ed Psy 304	Education 401
I. Awareness of Self and Others	1.11 Cultural Literacy Inventory 1.12 Impressions film 2.11 Education and Human Relations Book	1.21 To Live In Freedom Book 1.22 Labels film	1.31 Prejudice and You 1.32 Racism and Discrimination Book	3.43 CLI 1.41 Education Equity 1.42 Values Clarification Book
II. Cultural Teaching Styles	2.12 Role of Education-film 2.13 Teaching Strategies-book ~~2.00 M/E thru CBTE book~~	2.00 M/E thru CBTE-book 2.21 Sexism in Education book 2.22 Chance for Change film	2.31 BAFA -Game 2.32 Today's Changing Roles Book ~~2.00 M/E thru CBTE book~~	1.43 - Book 2.00 - Book 2.41 - Book 2.42 - Film 2.43 - Book 2.44 - Module
III. Cultural Child as a Learner	3.00 -With Pride film	2.20 Sex Role film 2.23 - Resource Guide - Book	2.30 Sex Role film 2.33 In Praise of Diversity-book	2.40 Sex Role film 3.00 - Film 3.41 - Book 3.42 - Info

Chart 1. Fourth Year of Implementation - Relationship of Materials and Objectives

OBJECTIVES	Multicultural Education Materials and Objectives for Program			
	Education 102	ED Psy 201	Ed Psy 304	Education 401
I. Awareness of Self and Others	1.11 Cultural Literacy Inventory 1.12 Impressions film 2.11 Education and Human Relations book	1.11 Cultural Literacy Inv 1.12 Impressions film	1.11 Cultural Literacy Inv. 1.12 Impressions film 1.31 Prejudice and You Cassette	1.11 and 3.43 CLI 1.12 Impressions film 1.41 Educational Equity Document
II. Cultural Teaching Styles	2.12 Role of Education - Film 2.13 Teaching Strategies book	2.12 Role of Education 2.00 M/E thru CBTE - book	2.12 Role of Education	2.31 BAFA Game 2.12 - Film 2.41 Teaching Strategies 2.42 Confront-ations-film 2.00 M/E thru CBTE
III. Cultural Child as a Learner	2.00 M/E thru CBTE -book 3.00 With Pride film	2.20 Sex Role film 2.23 Resource Guide Book 3.00 With Pride film	2.00 M/E thru CBTE -book 2.30 SEx Role film 3.00 With Pride film	2.40 Sex Role film 3.00 With Pride film 3.41 Handbook for Personal 3.42 Info

Chart 2. First Year of Implementation - Relationship of Materials and Objectives

OBJECTIVES	MULticultural Education Materials and Objectives for Program			
	Education 102	Ed Psy 201	Ed Psy 304	Education 401
I. Awareness of Self and Others	1.11 Cultural Literacy Inventory 1 12 Impressions film 2.11 Education and Human Relations Book	1.21 To Live In Freedom Book 1.22 Labels film	1.22 Labels film 1.31 Prejudice and You - Cassette	3.43 CLI 1.22 Labels 1.41 Educational Equity
II. Cultural Teaching Styles	2.12 Role of Education - Film 2.13 Teaching Strategies	2.00 M/E thru CBTE - book 2.21 Sexism in Education Book 2.22 Chance for Change =film	2.31 BAFA Game 2.32 Today's Changing Roles book	2.31 BAFA Game 1.43 - Book 2.00 M/E -book 2.41 - Book 2.42 - Film 2.43 - Book
III. Cultural Child as a Learner	2.00 M/E thru CBTE -book 3.00 With Pride film	2.20 Sex Role film 2.23 Resource Guide book 3.00 With Pride film	2.00 M/E thru CBTE 2.30 Sex Role film 3.00 With Pride film	2.40 Sex Role film 3.00 With Pride 3.41 Handbook 3.42 Info

Chart 3. Second Year of Implementation - Relationship of Materials and Objectives

OBJECTIVES	Multicultural Education Materials and Objectives for Program			
	Education 102	Ed Psy 201	Ed Psy 304	Education 401
I. Awareness of Self and Others	1.11 Cultural Literacy Inventory 1.12 Impressions film	1.21 To Live In Freedom Book 1.22 Labels film	1.31 Prejudice and You Cassette 1.32 Racism and discrimination Book	3.43 CLI 1.41 Educational Equity 1.42 Values Clarification Book
II. Cultural Teaching Styles	2.12 Role of Education-film 2.13 Teaching Strategies - book	2.00 M/E thru CBTE - book 2.21 Sexism in Education- book 2.22 Chance for Change -film	2.31 BAFA Game 2.32 Today's Changing Roles Book	1.43 - Book 2.00 - Book 2.41 - Book 2.42 - Film 2.43 - Book 2.44 - Module
III. Cultural Child as a Learner	2.00 M/E thru CBTE book 3.00 With Pride film	2.20 Sex Role film 2.23 -Resource Guide - Book	2.00 M/E thru CBTE - bool 2.30 Sex Role film 2.33 In Praise of diversity.-book	2.40 Sex Role film 3.00 - Film 3.41 - Book 3.42 - Info

Chart 4. Third Year of Implementation - Relationship of Materials and Objectives

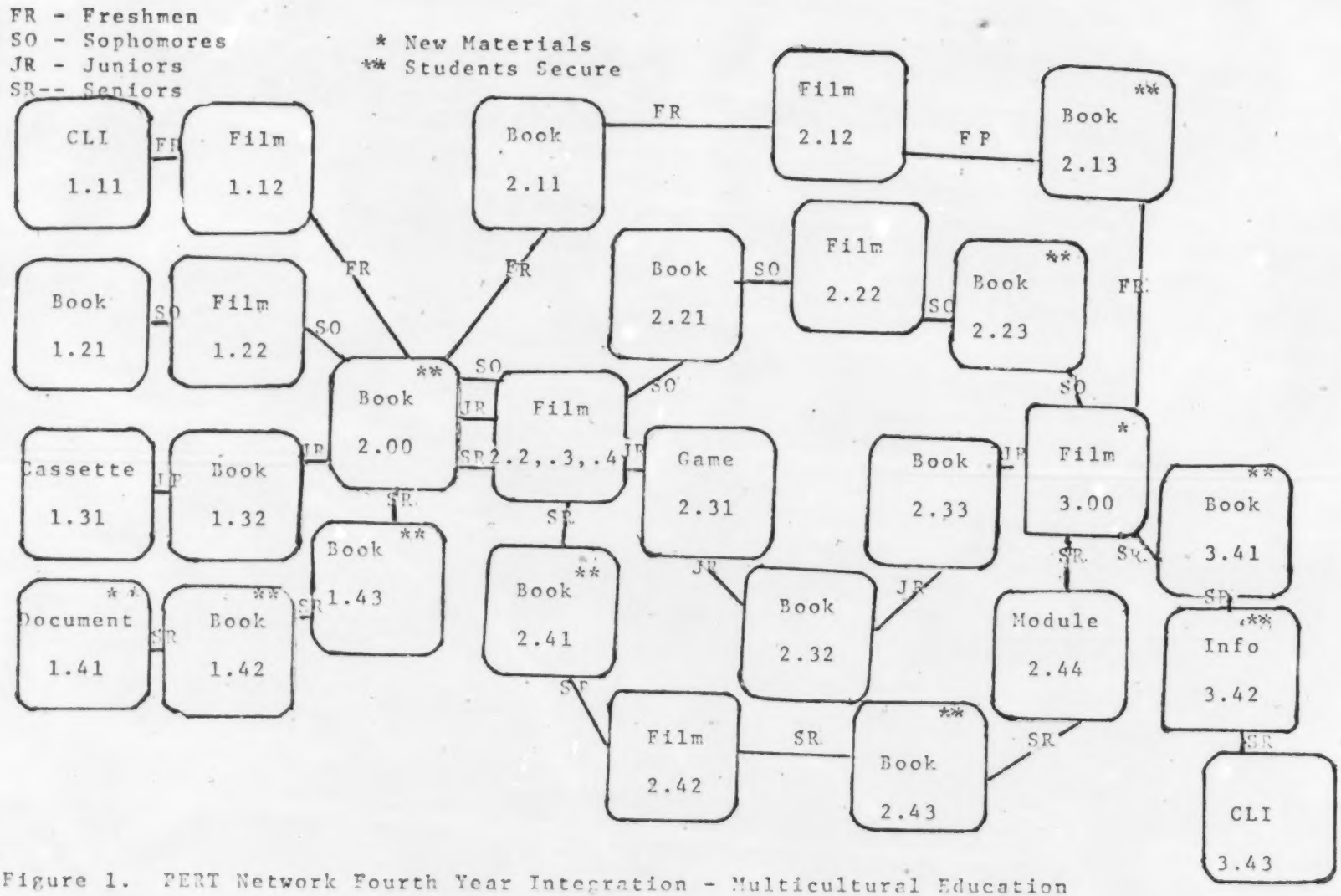

Figure 1. PERT Network Fourth Year Integration - Multicultural Education

FR - Freshmen
SO - Sophomores
JR - Juniors
SR - Seniors

All materials are new

** Students will secure materials for files

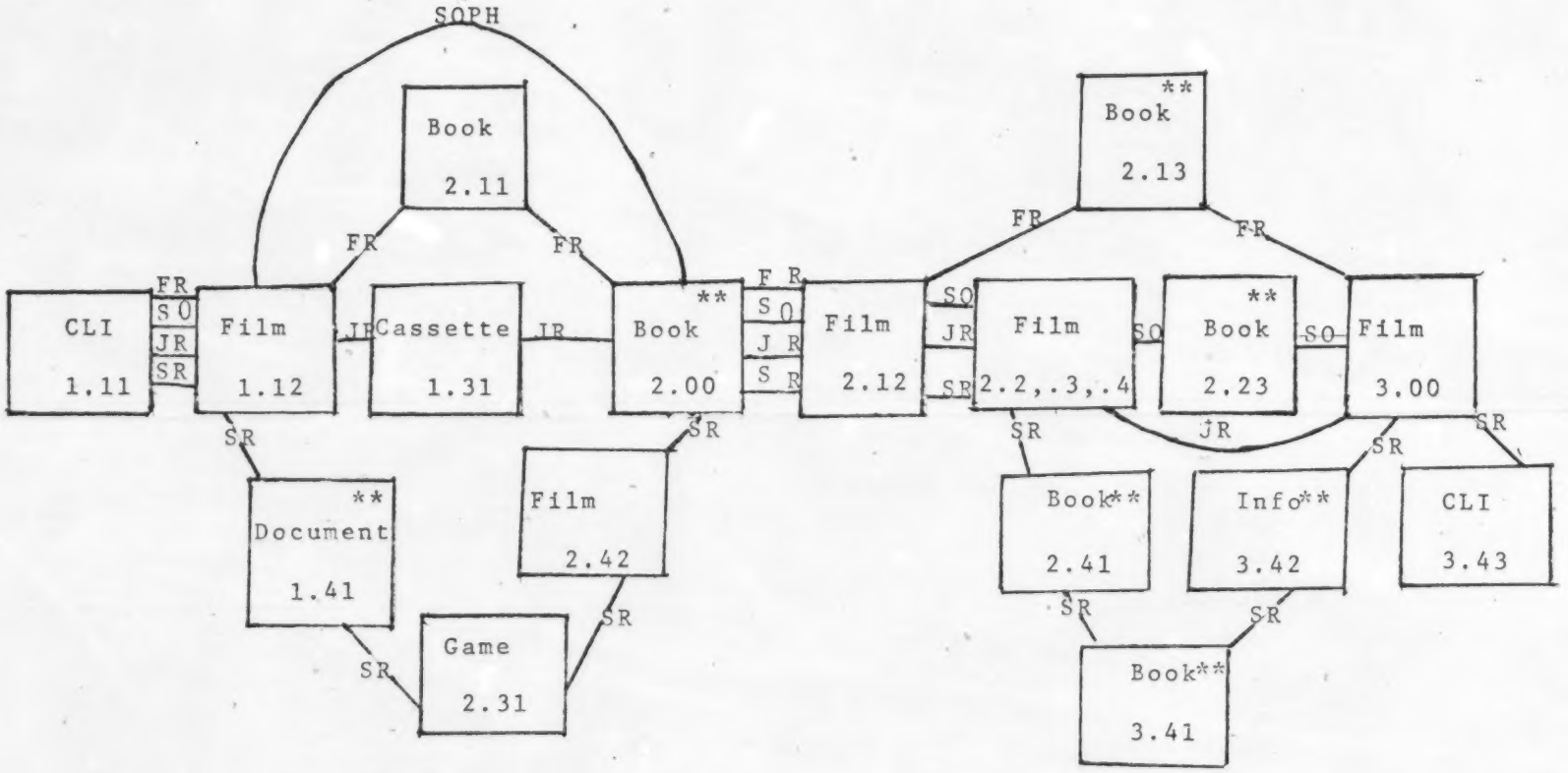

Figure 2. PERT Network First Year Integration - Multicultural Materials into Teacher Education

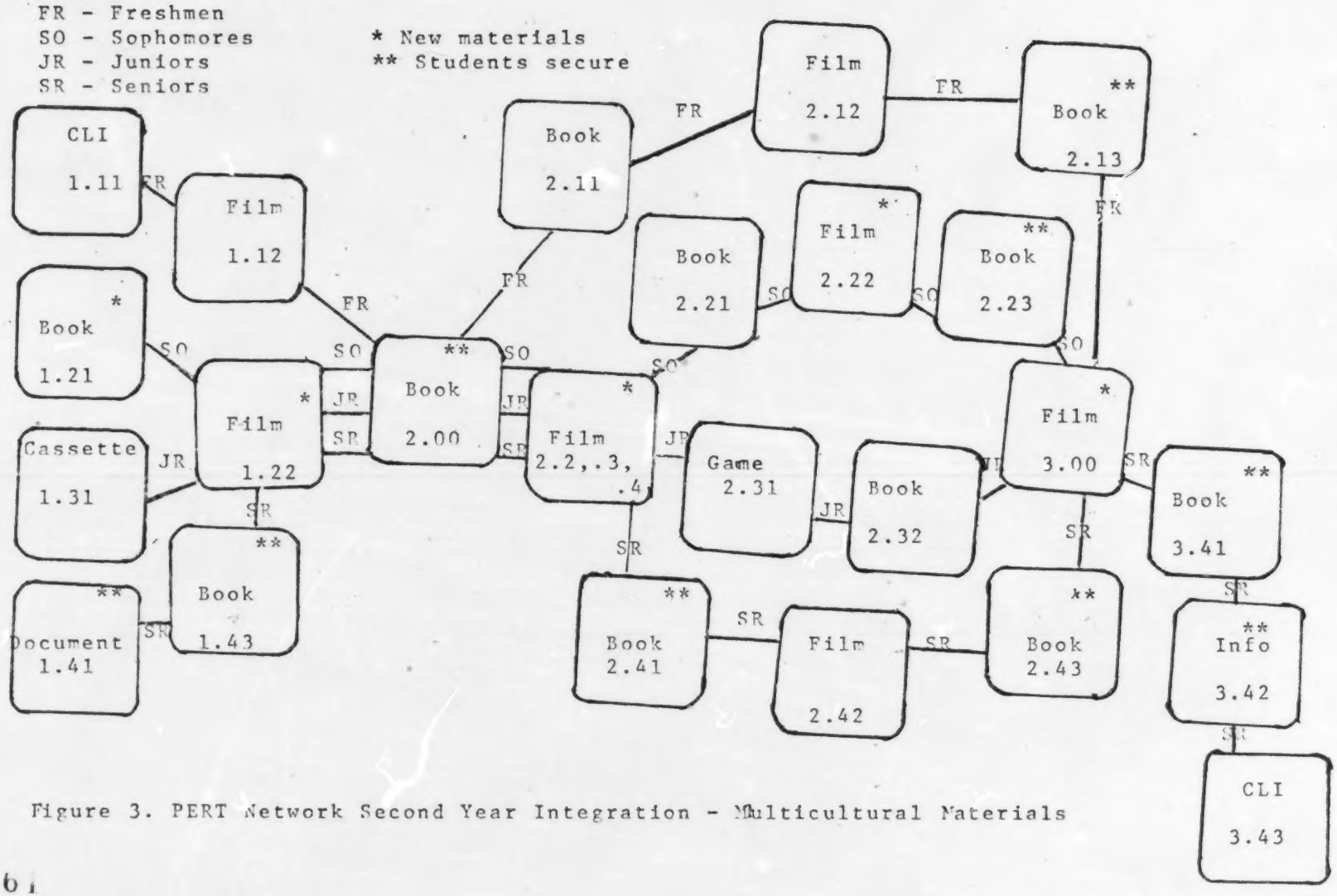

Figure 3. PERT Network Second Year Integration - Multicultural Materials

FR - Freshmen
SO - Sophomores
JR - Juniors
SR - Seniors

* New Materials
** Students Secure

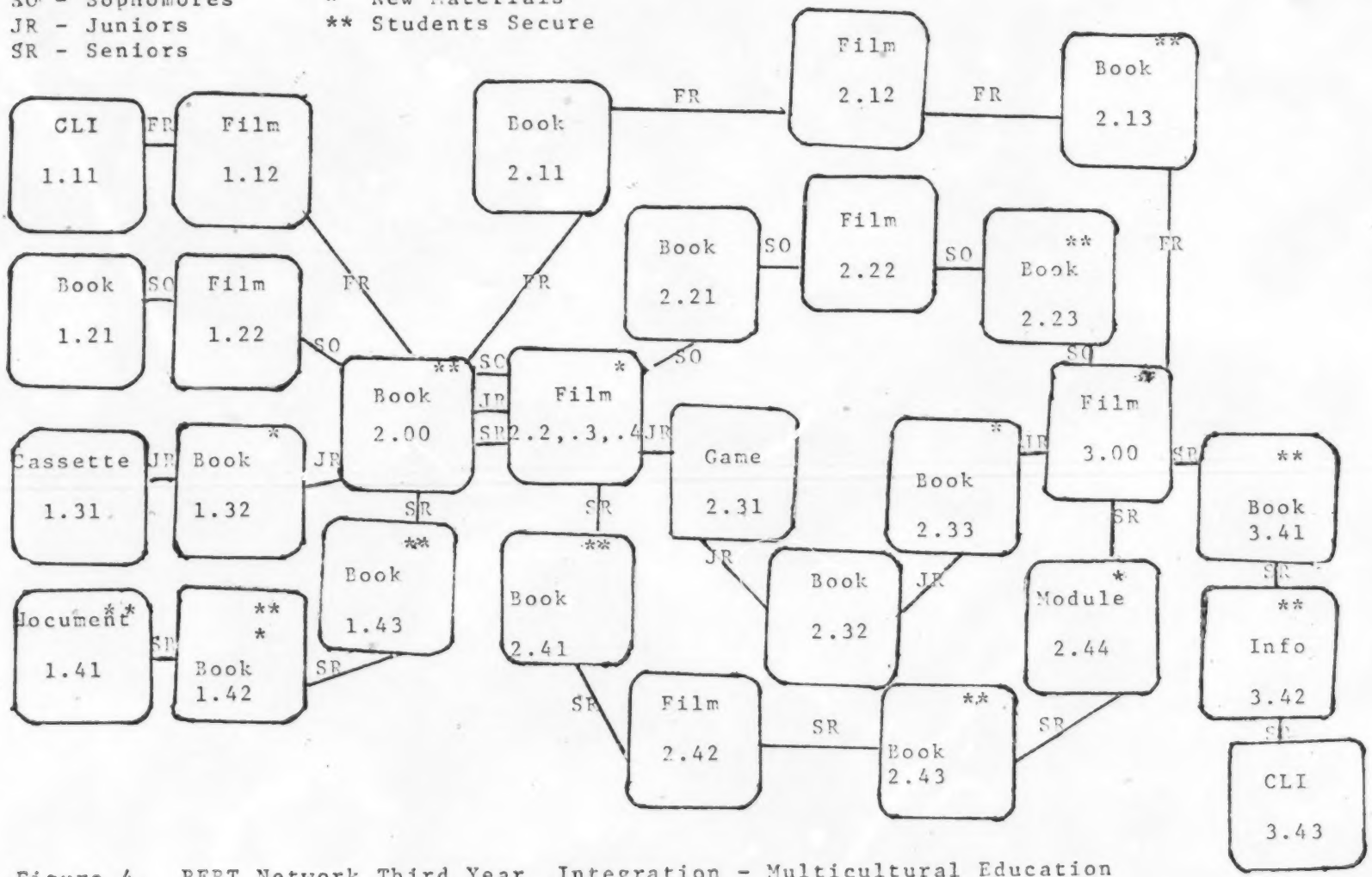

Figure 4. PERT Network Third Year Integration - Multicultural Education

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